American association of school administrators
Committee on statistics.

SCHOOL STATISTICS.

REPORT OF COMMITTEE OF SUPERINTENDENTS

NATIONAL EDUCATIONAL ASSOCIATION.

What Items of Statistics are Important, and Why?

Which of these Items are Reported by the Various Nations of Europe, and by the Several States of the Union.

A Discussion of the Technical Terms Used, and their Equivalents in the Various Languages.

BUREAU OF EDUCATION,

WASHINGTON, D. C.

[From Report of Proceedings of the Meeting of the Department of Superintendence; held in Brooklyn, N. Y., February, 1892.]

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REPORT ON SCHOOL STATISTICS.

To the Department of Superintendence.

GENTLEMEN: Your committee, consisting of the undersigned and Messrs. James McAlister and George P. Brown, holding over from the last year, conclude their report *

* PRELIMINARY REPORT, MADE IN FEBRUARY, 1891.

GENTLEMEN: Your Committee, appointed at the last annual meeting for the purpose of considering and reporting on the subject of School Statistics, beg leave to offer the following preliminary report, setting forth the results of their studies on the subject, and postponing for another meeting, or for the work of another committee, if it be your pleasure, the completion of the details of a scheme of statistics which will afford the data required for a comparative study of domestic and foreign educational systems.

Your Committee would first call attention to the object and purpose of collection of statistics, which they conceive to be the following:

Statistics reveal the nature and efficiency of the powers and forces involved in a process. Forces and powers are revealed in their results. Their results are of little moment, if dead results, except as they indicate what the living power has been and still is. In matters of education we inquire into the aims and purposes of the educative process, and learn this by a quantitative study of the means employed and the results obtained. It is evident, therefore, at the outset, that the quantities given by our statistical tables can have no significance except in connection with the qualitative elements involved. We pass over at once from the how many to the what kind. We seek, again, new quantitative data that may indicate the quality, but we never reach quantitative data that are significant in and for themselves.

Your Committee would suggest as the four principal heads under which school statistics may be grouped:

First, Attendance of Pupils.
Second, Course of Study.
Third, Teaching Forces and Appliances.
Fourth, Support—Revenue and Expenditures.

Under these four heads they would group the following details:

I.

Statistics of attendance should answer questions like the following—

(*a*) How many?
(*b*) How long?
(*c*) Who?

That is to say: (1) How many pupils in the aggregate? (2) How many relatively to the entire population? (3) How many relatively to the population of the school age, say 5 to 21, 6 to 14, or some other period agreed upon? Then this item should be further defined in five items: (1) How many enrolled during the annual session of school? (2) How many as average belonging? (3) How many in actual average daily attendance? (4) How many were dropped and afterward readmitted? (5) The number of cases of tardiness.

Under the second item of attendance (*How long?*) we wish the number of daily school sessions for the year, and the hours of a school session, the length and hour of recesses and intermissions.

Under the third item of *Who?* we include such items as—

(1) How many of each sex?
(2) How many at each year of age, and the average age?
(3) Race.
(4) How many born in the town or State where the school is situated?
(5) How many born in other parts of the same nation?

on Statistics by offering, first, a list of the items which, in their opinion, should be collected to show the workings of a school system.

They have arranged these items in three classes. The first class includes the essential data which should be taken every year, and from all schools. This first list contains the essential and indispensable items for every annual report.

The second list contains the more important of what we may call occasional statis-

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(6) How many born abroad?
(7) Occupations of parents.

II.

Under the second of our four chief heads we should ask for statistics regarding the course of study, and thus determine by this grade of schools as follows:

(*a*) Kindergarten.
(*b*) Primary and grammar school.
(*c*) Secondary education.
(*d*) Higher education.

We should ask very carefully as to the relations of these items to the first class of items, especially age, sex, and average attendance.

The primary and grammar schools are to be distinguished from the secondary schools by the following tests: The introduction of algebra, or of an ancient or modern language, marks the beginning of the secondary course of study. The higher course of study should be marked by analytic mathematics, or by logical and philosophical studies, or by advanced language studies.

III.

The third general head, "The Teaching Forces and Appliances," includes—

(1) Buildings and accommodations.
(2) Size of schools under one principal teacher (or else number of pupils per teacher).
(3) Number of teachers.
(4) Supervision.
(5) Means of training teachers.
(6) Examinations of teachers.
(7) Methods of discipline and instruction used by teachers.

IV.

The fourth general head, "The Support of Schools," includes—

(1) REVENUE. Items of.
  (*a*) Receipts from State and local taxation.
  (*b*) Receipts from funds or productive property.
  (*c*) Receipts, if any, from tuition.
(2) EXPENDITURES.
  (*a*) For teachers' salaries, including supervision.
  (*b*) Incidentals, including janitor hire, fuel, apparatus, and other current expenses.
  (*c*) Permanent investments, including building and repairs.

Your Committee would call attention to the importance of a detailed discussion of the use to be made of these several items, in studying the effective forces of educational systems, and in comparing one with another. Such discussion is not here attempted, but is suggested as a proper subject of a supplementary report. Moreover, your Committee have observed the prime necessity for such a definition of the several items as to prevent misunderstanding. A description of the best methods of keeping and tabulating the several items would also be a very useful addition to such a report.

In dealing with reports, not merely reports from a foreign country, but with reports from different sections of the United States, your Committee has been impressed with the necessity of a glossary of terms used in tabulating statistics. There should be a careful collation of all terms and designations used here and abroad, and so minute a description given of the processes of ascertaining the data under the several heads, as to leave no doubt in the mind as to the exact meaning of each. Without this accurate information there can be no satisfactory comparative study of school systems.

All of which is respectfully submitted.

W. T. HARRIS.
JAS. MACALISTER.
GEORGE P. BROWN.

tics, and should not be expected every year, perhaps, nor from all schools. A State superintendent may, for example, collect statistics one year regarding the place of nativity of pupils and parents, another year he may take occupations, and another year he may collect items regarding the preparation of the teaching force.

In our third list we have included still less essential items, which may be collected at still rarer intervals.

In the next place, we have given a tabular summary showing in detail the items actually collected in the several States of the Union, and side by side with it an exhibit of the statistical items collected in the several countries of Europe. As these details cannot be read before an audience, your committee submit the same for printing in an appendix, hoping that they will be found useful to State officers in the preparation of their forms and blanks for collecting these returns.

All of which is respectfully submitted.

W. T. HARRIS,
Chairman of Committee.

APPENDIX I.

SCHOOL STATISTICS.

I. FUNDAMENTAL ITEMS.

1. Number of children of legal school age, classified by race and sex (school population).

a, White males.
b, White females.
c, Colored males.
d, Colored females.

NOTE.—These letters, a, b, c, d, are used in these tables always to indicate race or sex as here indicated.

2. Number of pupils enrolled on the school registers (excluding duplicate registrations), classified by race and sex (a + b + c + d).

NOTE.—The plus sign (+), when used, indicates that the items between which it is placed are taken separately. Thus, a + b means that the white males and white females are given separately. Where this plus sign is omitted, the items are not given separately in the reports.

3. Average daily attendance, classified by race and sex.

4. Average length of school year (days).

5. Number of teachers, classified by race and sex.

6. Number of pupils receiving kindergarten instruction, classified by race and sex.

7. Number of pupils receiving elementary instruction (including kindergarten pupils), classified by race and sex.

8. Number of pupils receiving secondary instruction, classified by race and sex.

9. Number of students receiving higher instruction, including colleges, schools of medicine, theology, law, technology, classified by race and sex.

10. Number of students in special schools, classified by race and sex, including trade schools, evening schools of all kinds, manual training schools, schools for the defective and dependent classes, reform schools, commercial schools, and nurses' training schools.

11. Number of buildings used as schoolhouses.

12. Total seating capacity of such buildings (number of pupils that can be accommodated).

13. Value of all property used for school purposes.

14. Average monthly salaries of teachers classified by race and sex.
15. Total school revenue.
    (1) Income from productive funds and rents.
    (2) State school fund.
    (3) Local taxes.
    (4) Other sources.
16. Total expenditure.
    (1) Salaries of teachers (including supervision).
    (2) Other current expenses.
    (3) Permanent expenditure (for buildings, grounds, etc.).
17. Amount of permanent invested funds.

II. Less Essential but Desirable Items.

18. Age classification of pupils enrolled.
    (1) Number of pupils under six.
    (2) Number of pupils between six and seven, etc.
    * * * * * * * *
    (11) Number of pupils between fifteen and sixteen.
    (12) Number of pupils over sixteen.
19. Number of cases of tardiness.
20. (1) Number of pupils born within the State.
    (2) " " " " in other States.
    (3) " " " " in foreign countries.
21. Occupations of parents.
    (1) Agents.
    (2) Bankers and brokers.
    (3) Clerks and salesmen.
    (4) Domestic servants and waiters.
    (5) Draymen and teamsters.
    (6) Farmers.
    (7) Factory and mill operatives.
    (8) Hotel and boarding-house keepers.
    (9) Laborers (unskilled).
    (10) Manufacturers.
    (11) Mariners and boatmen.
    (12) Mechanics and artisans.
    (13) Miners and quarrymen.
    (14) Merchants, traders, and dealers.
    (15) Professionals.
    (16) Public officials and employés.
    (17) Railroad employés.
    (18) Seamstresses.
    (19) Saloon-keepers and bartenders.
    (20) Unclassified.
22. Average number belonging, including temporary absentees.
23. Number of pupils in each branch of study.
24. (1) Average age of kindergarten pupils.
    (2) " " " elementary pupils.
    (3) " " " secondary pupils.
    (4) " " " higher pupils.
    (5) " " " special pupils.

25. (1) Number of normal schools.
(2) Enrollment in normal department.
(3) Average attendance.
(4) Number of teachers.
(5) Expenses.

III. Occasional Items.

26. (1) Number of teachers who have taught less than two years.
(2) " from two to five years.
(3) " over five years.
27. (1) Number of applicants for teachers' certificates.
(2) " who are certified.
28. (1) Number of teachers graduates of normal schools.
(2) " " " " " universities and colleges.
(3) " " " " " high schools, academies, etc.
(4) " " " who have received only an elementary education.
29. Number of pupils dropped and readmitted in the course of the year.
30. " " hours in each school session.
31. Length of recesses or intermissions, and time of beginning.
32. Number of cases of corporal punishment.
33. " " pupils promoted to next higher grade.

APPENDIX II.

An exhibit showing which of the essential items enumerated in Appendix I. are reported by the several States of the Union and by leading foreign nations.

Note.—Acknowledgment is here made by the Committee to Mr. F. E. Upton, of the Bureau of Education, for valuable assistance in the compilation of this and the following appendices.—W. T. H.

I. The United States.

Alabama.—1. ab+cd (enumeration made on alternate years). 2. ab+cd. 3. ab+cd. 4. ab+cd. 5. a+b+c+d. 14. ab+cd. 15. (1)+(2)+(4); (3) is imperfectly given. 16. (1) and (3) are only reported in city districts. 23. 25.

Arizona.—1. ab. 2. a+b. 3. ab. 4. 5. a+b. 13. 14. a+b. 15. 16. 22.

Arkansas.—1. a+b+c+d. 2. a+b+c+d. 5. ac+bd. 11. 13. 14. ac+bd. 15. 16.

California.—1. a+b+c+d. 2. a+b. 3. ab. 4. 5. a+b. 7. 8. 11. 13. 15. 16. 22. 25. 27. 28.

Colorado.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 7. 8. 11. 12. 13. 14. a+b. 15. 16.

Connecticut.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 6. 11. 12. 13. 14. a+b 15. 16. 26.

Delaware.—1. a+b. 2. a+b. 3. 4. 5. a+b. 13. 14. a+b. 15. 16. 23. ab.

District of Columbia.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 6. 7. 8. 10. 14. ab+cd. 15. 16. 22. 25. (1) (2) (3) (4).

Florida.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 13. 14. 15. 16. 23.

GEORGIA.—2. a+b+c+d. 3. ab+cd. 5. a+b+c+d. 7. 8. 15. 16. 23.
IDAHO.—2. a+b. 4. 5. a+b. 15. 16.
ILLINOIS.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 8. a+b. 11. 13. 14. a+b. 15. 16. 17. 25. (1) (2) (3) (4) (5). 27.
INDIANA.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 25.
IOWA.—1. a+b. 2. ab. 3. ab. 4. 5. a+b. 14. a+b. 15. 16. 26. (1) (2). 27. (1) (2).
KANSAS.—1. ac+bd. 2. ac+bd. 3. ac+bd. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 27.
KENTUCKY.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 7. 8. 11. 13. 14. a+b+c+d. 15. 16. 23. (1) (4). 25. 26. (1). 27. (1) (2). 28. (1).
LOUISIANA.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 14. a+b+c+d. 15. 16.
MAINE.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 23.
MARYLAND.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 15. 16. 23.
MASSACHUSETTS.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 8. 14. a+b. 15. 16. 22. 25. 28. (1).
MICHIGAN.—1. a+b. 2. a+b. 4. 5. 11. 12. 13. 15. 16.
MINNESOTA.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 16. 28. (1) (2) (3).
MISSISSIPPI.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 27. (1) (2).
MISSOURI.—1. a+b+c+d. 2. a+b+c+d. 3. 5. 12. 13. 14. 15. 16. 27. b. 28. (1).
MONTANA.—1. a+b. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 15. 16. 28. (1).
NEBRASKA.—1. ac+bd. 2. ac+bd. 3. abcd. 4. 5. ac+bd. 7. 8. 11. 13. 15. 16. 18. 27. (1) (2).
NEVADA.—1. ab+cd. 2. ac+bd. 3. a+b+c+d. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 22. 26. (1).
NEW HAMPSHIRE.—2. a+b. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 22. 26. (1).
NEW JERSEY.—1. abcd. 2. abcd. 3. abcd. 4. 5. ac+bd. 11. 12. 13. 14. ac+bd. 15. 16. 18. 27. (1) (2).
NEW MEXICO.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 15. 16.
NEW YORK.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 14. 15. 16. 27. (1) (2).
NORTH CAROLINA.—1. a+b+c+d. 2. a+b+c+d. 3. abcd. 4. 5. abcd. 15. 16. 23.
NORTH DAKOTA.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 7. 8. 11. 13. 14. a+b. 15. 16. 23.
OHIO.—1. a+b. 2. ac+bd. 3. ac+bd. 4. 5. a+b. 7. 8. 11. 13. 14. a+b. 15. 16. 23.
OREGON.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 23. 27. (1) (2).
PENNSYLVANIA.—1 ab. 2. a+b. 3. ab. 4. 5. a+b. 11. 12. 13. 14. a+b. 16. 26. (1) (4). 27. (1) (2). 28. (1) (2) (3).
RHODE ISLAND.—1. ab. 2. a+b. 3. ab. 4. 5. a+b. 11. 13. 15. 16. 23.
SOUTH CAROLINA.—2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 14. ac+bd. 15. 16. 23.
SOUTH DAKOTA.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16. 23. 27. (1) (2).
TENNESSEE.—1. a+b+c+d. 2. a+b+c+d. 3. ac+bd. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 23.

TEXAS.—2. a+b+c+d. 4. 5. ac+bd. 11. 12. 13. 14. a+b+c+d. 15. 16. 17. 23. 28. (1) (2).

UTAH.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 13. 14. a+b. 15. 16. 23.

VERMONT.—1. a+b. 2. a+b. 4. 5. a+b. 7. 8. 13. 14. a+b. 15. 16. 18. 23.

VIRGINIA.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 8. ab+cd. 11. 12. ab+cd. 13. 14. ac+bd. 15. 16. 18. 24. 25. 27. (1) (2).

WASHINGTON.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 7. 8. 11. 12. 13. 14. a+b. 15. 16. 27. (1) (2).

WEST VIRGINIA.—2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 15. 16. 23. 27.

WISCONSIN.—1. a+b. 2. a+b. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16.

II. FOREIGN COUNTRIES.

CANADA—ENGLAND.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 12. 14. a+b (yearly). 15. 16. 18. ab (a+b in some cities). 23. 25. 26 (in some cities). 27. 28.

SCOTLAND.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 12. 14. a+b (average annual salary). 15. 16. 18. ab. 23. 25. 27. 28.

FRANCE.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 14. 15. 16. 18. 21 (Paris). 25. 28. 30. 31.

ITALY.—1. ab. 2. a+b. 4 (by months). 5. a+b. 6. ab (reports infant schools which include Froebelian methods and a few kindergartens in the largest cities). 7. a+b. 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. a+b (reports numbers certified). 28. a+b (reports graduates of normals). 30. 31.

NETHERLANDS.—1. ab. 2. a+b. 5. a+b. 7. a+b (kindergartens not included). 8 a+b. 9. a+b. 10. a+b. 11. 14. ab (reports maximum and minimum annual salary). 15. 16. 23. a+b. 25. a+b. 27. a+b. 28. a+b (reports graduates of normals). 53. ab.

SPAIN.—1. ab 2. a+b. 3. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9 (in part). 10 (in part). 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. ab (reports numbers certified, and those certificated). 28. ab (reports graduates with normal certificates). 30. 31.

NORWAY.—1. ab. 2. a+b. 4 (reports number of weeks). 5. a+b. 7. a+b. (kindergartens not included). 8. a+b. 9. ab. 15. 16. 25. ab. 28. ab (reports graduates of normal schools and academies). 30. 31.

SWEDEN.—1. ab. 2. a+b. 4 (by weeks). 5. a+b. 7. a+b. (kindergartens not included). 8. a+b. 9. ab. 10 a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 18. ab. 23. ab (reports per cent. of pupils in each branch in secondary schools). 25. a+b (reports separate schools for the sexes). 30. 31. 33. ab.

RUSSIA.—1. ab. 2. a+b. 5. ab. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 15. 16. 25. a+b.

PRUSSIA.—1. a+b. 2. a+b (every third year). 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.

SAXONY.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.

WÜRTEMBERG.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (only partially). 25. 27. 28. 30.

HAMBURG.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 17. 25. 27. 28.

BREMEN.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.

LUBECK.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.

AUSTRIA.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. 11. 25. 27. 28. 30.

HUNGARY.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17. 25. 27. 28. 30.

SWITZERLAND.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. a+b. 10. ab. 11. 15. 16. 25. 27. 28. 30.

APPENDIX III.

Giving the definitions of certain technical terms used in educational reports, together with their equivalents in certain foreign countries.

TECHNICAL TERMS USED IN EDUCATION—DEFINITIONS AND FOREIGN EQUIVALENTS.

1 (a). *School age.*—Age at which children are permitted free attendance at the public schools. This age varies in the different States, but 6 to 21 may be considered the representative school age in this country, being designed evidently to embrace all minors old enough to render school instruction advisable and profitable to them. The children of school age in each State, whatever that age may be, collectively constitute the *school population* of such State.

NOTE.—There are, in the foreign countries considered in this vocabulary, no terms corresponding in significance to "school age" and "school population," as understood in the United States. In a popular sense, however, as used in literature everywhere, "school age" includes the period of life from the age of four or five years to adult age, as the epoch most suitable for schooling.

1 (b). *Compulsory school age.*—The age at which children are obliged by law to attend school in those States of the Union having compulsory school laws. This age also varies in the several States, but 8 to 14 may be considered as the representative. The children subject to a compulsory school law constitute the "compulsory school population" of a State.

Eng. *Age for school attendance.*
Ger. *Schulpflichtige Alter.*
Fr. *Âge scolaire.*
It. *Obbligo di frequentare la scuola.*
Sp. *Edad escolar.*

NOTE.—The compulsory school age in the foreign countries considered above varies, but 6 to 13 may be regarded as typical. All the children subject to compulsory school laws in England and France, and the major part of those in Germany, are allowed free instruction at public schools.

1 (c). *School population.* See 1 (a) and note.

1 (d). *Compulsory school population.* For definition see 1 (b).

Eng. *Population of school age.*
Ger. *Schulpflichtige Kinder.*
Fr. *Enfants d'âge scolaire;* or, *Nombre d'enfants à instruire.*
It. *Popolazione da 6 a 12 anni.*

2. *Enrollment.*—Number of different pupils enrolled (or entered) on the school registers during any given year; or, in other words, the entire number of different pupils who have attended at any time during the year.

Eng. *Number of children (or scholars) on registers.*
Ger. *Zahl der Eingeschriebenen.*
Fr. *Nombre des inscrits.*
It. *Numero degli iscritti.*
Sp. *Número de niños concurrentes* (or *inscriptos*).

3 (a). *Attendance.*—Number of pupils present (on any given day or at any given time).

Eng. *Attendance.*
Ger. *Frequenz,* determined on two test-days (*Stichtage*) each year.
Fr. *Fréquentation,* or *Élèves présents,* determined as in Germany.
Sp. *Asistencia.*

3 (b). *Average attendance.*—Average number of pupils attending each day or session.

Eng. *Average attendance.*
Sp. *Asistencia media.*

4 (a). *School year.*—(1) The year, or period of twelve months, for which school officials are elected, appropriations of money made, teachers hired, school reports made, etc., though the annual epoch of some of these features sometimes dates from a different day than that of others. In the United States the school year usually begins the first of July, or some other day during the summer vacation. The term is sometimes restricted to (2) that portion of the school year during which the schools are in actual session.

Eng. *School year.* "A year or other period for which an annual parliamentary grant is . . . paid or payable." It "is the year ending with the last day of the month preceding that fixed for the inspectors' annual visit." —Ed. Acts Man., 17 ed., p. 375.
Ger. *Schuljahr.*
Fr. *Année scolaire.*
It. *Anno scolastico.*

4 (b). *Length of school year.*—The number of days, weeks, or months the schools were in actual session during the school year. The expressions "length of schools," "duration of schools," "length of school term," etc., are also used. The *average length of the school year* is the average of a group of schools in which the number of days of session varies. As in most foreign governmental school systems the number of days is nearly uniform, this latter term has little application outside the United States.

Eng. *Number of times school has kept.* This must be divided by two to get the number of days.
Ger. *Dauer des Schuljahres.*
Fr. *Durée de l'année scolaire.*

5. *Teacher.*—An instructor in an elementary or secondary school.

Eng. *Schoolmaster, schoolmistress, teacher.*
Ger. *Lehrer, Lehrerin.*
Fr. *Maître, maîtresse, instituteur, institutrice.*
It. *Insegnánte, maestro, maestra.*
Sp. *Maestro, maestra.*

6. *Kindergarten.*—A school for young children, from about three to six years, conducted after the methods of Froebel.

Eng. *Infant school, or class.*
Ger. *Kindergarten.*
Fr. *École maternelle.*
It. *Asili d'infancia.*

7. *Elementary instruction.*—Instruction in the first principles or rudiments of knowledge, including chiefly reading, writing, spelling, arithmetic, grammar, geography, United States history, and often the outlines of natural history and science, the pupil being prepared by this course to enter upon algebra and Latin or some modern language. Usually in the United States the first eight years of a fully graded public school course mark the period of elementary instruction, taking the child at the age of about 6 years. *Elementary schools* are schools in which elementary instruction is the sole or predominating feature. These in a fully graded course may be subdivided into *primary schools* (first four years) and *grammar* (or *intermediate*) *schools* (second four years). Kindergarten instruction is also classed as elementary.

Eng. *Elementary instruction.*
Ger. *Elementar-Unterricht.*
Fr. *Enseignement primaire* (excluding the "primaire supérieur").
It. *Istruzione elementare.*
Sp. *Enseñanza primaria.*

8. *Secondary instruction.*—This is supposed to begin the ninth year of the course of study, and to take up algebra, geometry, natural philosophy, physical geography, Latin, Greek, French, and German, for some or all pupils, and for a whole or a part of the four years; also an outline study of universal history, English literature, and some of the special natural sciences, as geology, human physiology, botany, etc. A *secondary school* is a school whose ultimate object is to give a secondary education, and which may or may not have a preparatory course of elementary grade, or pupils pursuing elementary studies.

Eng. *Secondary* (or *intermediate*) *instruction.* The term "secondary schools" in England is applied to certain groups of schools designed for the education of the upper and middle classes, including *endowed grammar* (*i.e.*, classical) *schools, endowed non-classical schools, private schools,* and *proprietary schools.* These are also known as *middle class schools.* They receive pupils at about the age of 8, continue them in their elementary studies, and carry them along to an age varying from 14 to 19, giving them an education in some cases higher, in others—especially in the "private" schools—not so high as is indicated by the term secondary in the United States. The nine great *public schools* of England (Eton, Harrow, etc.), which are properly "intermediate" schools—*i. e.*, standing between preparatory primary schools or private tutors, and the "Universities"—receive pupils from 10 to 15, and are of higher grade than most of the secondary schools of the United States. *Higher board schools* have developed in some of the large cities, and correspond nearly to our public secondary schools (high schools), giving to the children of their people an opportunity to continue their education beyond the elementary grade. About 80,000 pupils pursue high school subjects in elementary schools.

Ger. *Höhere Unterricht* (*i. e.*, higher than that given in the Volksschulen).

Fr. *Enseignement primaire supérieur.* The instruction given in the *Division de grammaire* of *lycées* and *collèges communaux* also belongs here.

It. *Istruzione secondaria.*

9. *Higher* (or *superior*) *instruction.*—This is supposed to take the fourth epoch of four years in a complete course of education, secondary taking the third four years, and elementary education the first eight years. By topics and methods, the higher education is distinguished by taking mathematics in those branches which succeed plane geometry and elementary algebra ; Latin and Greek writers that require more maturity of reflection to master, such as Horace, Livy, Tacitus, Juvenal, Cicero's moral essays, Homer, Demosthenes, Plato, Æschylus, Sophocles, Euripides, Aristotle ; physics treated by mathematics ; rhetoric ; mental philosophy ; the philosophy of history. In general, the studies of higher education are conducted on a comparative method—with the purpose of treating each theme in the light of all branches of knowledge. A *higher institution* of learning is one whose ultimate object is to give a higher education, and which therefore may or may not have a preparatory department in which instruction is given in secondary or even elementary branches.

Eng. *University instruction ; collegiate instruction.*
Ger. *Hochschulunterricht.*
Fr. *Enseignement supérieur.* The last three years of the *enseignement secondaire* is also of the higher grade according to the United States standard.
It. *Istruzione superiore.*
Sp. *Enseñanza universitaria.*

10 (a). *Special schools.*—Schools of elementary or secondary grade which (1) educate for some special trade, business, or occupation (*e. g.*, commercial colleges, art schools) ; or (2) educate some special class of persons (*e. g.*, deaf-mutes, juvenile delinquents).

10 (b). *Evening schools.*—A class of special schools, generally public and located at the centers of population, designed to give evening instruction in elementary and sometimes in secondary branches, general and technical, to persons whose occupation, age, or both, prevent them from attending the day schools. A special feature of evening schools in some cities of the United States is the instruction of foreigners in the English language.

Eng. *Evening schools.*
Fr. *Classes d'adultes.* (Held in the evening or on Sunday.)
It. *Scuole serali.*

10 (c). *Evening high schools. Continuation schools.*—A class of evening schools designed more particularly to give some degree of secondary education to youths who are obliged to go to work after finishing their elementary education in the day schools.

Ger. *Fortbildungsschulen.* (Evenings or Sundays.)

11. *Schoolhouse.*—A building used for school purposes, one in which instruction is given.

Eng. *School building.*
Ger. *Schulhaus.*
Fr. *Maison d'école.*
It. *Edificio-scolastico. Locale per le scuole.*
Sp. *Casa de escuela.*

12. *Number of sittings for study,* excluding those used only for recitation purposes.

Eng. *Accommodation, number of seats.* Includes all seats, being total seating capacity.

13. *School property.*—All property, real and personal, belonging to a school system (*i. e.*, not hired or rented), and designed to be used for school purposes, including school sites and buildings, furniture, libraries, apparatus, etc.

Eng. *School buildings, premises, and furnishing.*
Ger. *Schul-Eigenthum.*
Fr. *Bâtiments et matériaux scolaires.*

14. *Salary* (or *wages*) *of teachers.*—The sum paid to teachers weekly, monthly, or annually, as compensation for their services. In computing the *average monthly salaries* of any group of teachers, weekly and annual salaries must be reduced to a monthly basis.

Eng. *Salary.*
Ger. *Gehalt.*
Fr. *Traitement.*
It. *Onorario stipendio.*
Sp. *Sueldos.*

15 (a). *Revenue* (school).—Money from any source received for school purposes.

Eng. *Income.*
Ger. *Einnahmen.*
Fr. *Ressource.*
It. *Rendita.*
Sp. *Ingresos.*

15 (b). *State* (school) *tax.*—A uniform tax levied on all the property or polls of a State, the proceeds whereof is apportioned to the counties, towns, or school districts, generally according to school population or average attendance.

Eng. *Rates.*
Ger. *Staats-Steuern.*

15 (c). *Local* (school) *taxes.*—County, town, and school-district taxes for school purposes.

Eng. *Rates.*
Ger. *Orts-* (or *Municipal-*) *Steuern.*
Fr. *Centimes additionels*, or *spéciaux.*
It. *Tasse communale e provinciale.*
Sp. *Fondos provinciales, comunales, y municipales.*

15. (d). *Revenue from permanent funds.*—The interest on invested funds, including rent of school lands, if any.

Eng. *Income from endowment.*
Ger. *Interessen angelegter Fonds.*
Fr. *Produit des legs et dons.*
Sp. *Ingresos de los donativos y legados.*

16 (a). *Expenditure* (school).—Money expended for school purposes.

Eng. *Expenditure.*
Ger. *Ausgaben.*
Fr. *Dépenses.*
It. *Spese generali.*
Sp. *Gastos.*

16 (b). *Amount paid to teachers* (for salaries), including salaries of superintendents.

Eng. *Teachers' salaries.*
Ger. *Ausgaben für Gehalte.*
Fr. *Traitements.*
It. *Stipendi; rimunerazioni ed indemnita al personale.*
Sp. *Obligaciones del personal.*

16 (c). *Other current expenditure* in addition to amount paid to teachers; *i.e.*, incidental or miscellaneous expenditure for the maintenance of the schools and care of school buildings, including, among other things, fuel, lighting, janitors, incidental repairs, free text-books if any, and stationery, cost of administration, rent of hired buildings, etc. Foreign countries do not conform to this classification, but the analogous foreign terms are as follows:

Eng. *Miscellaneous expenditure.*
Ger. *Andere Ausgaben.*
Fr. *Dépenses diverses.*

16 (d). *Permanent expenditure.*—Expenditure for school buildings (including permanent repairs), grounds, furniture, libraries, and lasting apparatus.

Eng. *Capital charges.*
Ger. *Bankosten.*
Fr. *Dépenses de construction.*
It. *Sussidi per construzione e riparazione di edifici scolastici.*

17. *Permanent funds.*—Value of funds and other property yielding an annual revenue for school purposes.

Eng. *Endowment.*
Ger. *Fonds.*
Fr. *Dons et legs.*
Sp. *Donativos, legados, y mandos.*

19. *Tardy.*—Late in arriving at school.

Eng. *Not punctual.*
Ger. *Zuspätkommend.*
Fr. *En retard.*

22. *Average number belonging* to a school, or system of schools, includes temporary absentees. Pupils absent for sickness or other cause, but with intention of returning to school, are considered as "belonging." This number differs from the number "enrolled" (see 2), inasmuch as the latter contains all different pupils who have attended at any time during the year, some of whom may have been dropped from the roll of those "belonging," on account of death, removal from the district, protracted sickness, entrance on business, etc.

25. *Normal school.*—A school designed for the professional training of persons intending to become teachers, usually maintained by a State or city.

Eng. *Training college.*
Ger. *Lehrer-Seminar.*
Fr. *École normale.*
It. *Scuela normale.*
Sp. *Escuela normale.*

27. *Certificate; license* (to teach).—A formal testimony of ability to teach, or permission to teach, awarded as the result of satisfactory examination before an examining board, or after having successfully completed a certain prescribed course of study, or given other evidence of capacity to teach.

Eng. *Certificate.*
Ger. *Zeugniss; Reifezeugniss; Licenz.*
Fr. *Titre* (or *brevet*) *de capacité; certificat d'aptitude pédagogique.*
It. *Diplôma d'abilitazione* (or *d'idoneita*).
Sp. *Certificado de aptitud.*

28 (a). *University.*—An institution for higher education, having as its nucleus a college in which the so-called liberal arts are taught in a course of three or four years for the degree of A.B., and in addition one or more departments for the learned professions, medicine, law, or divinity—or it may be for advanced or post-graduate work, along any lines of learning or investigation. In England the university unites several colleges.

Eng. *University.*
Ger. *Universität.*
Fr. *Faculté. Université* is the term very generally employed for the Paris "facultés."
It. *Universita.*
Sp. *Universidad.*

28 (b). *College.*—Strictly speaking, an institution of higher education, usually with a four years' course completing preparation for the degree of A.B. The word college is also used in connection with a descriptive word to designate other species of higher education, as, "Agricultural College," "Medical College."

Eng. *College.*
Ger. *Gymnasium.*
Fr. *Lycée; collége communal* (*de plein exercice*)
It. *Ginnasio; liceo.*
Sp. *Instituto; colegio.*

28 (c). *High school.*—A public secondary school.

Eng. *Higher board school.*
Ger. *Höhere Schule.*
Fr. *École primaire supérieure.*

28 (d). *Academy; institute; seminary.*—Names given indifferently to private secondary schools. "Institute" is occasionally applied to schools of higher grade.

Eng. *Grammar school; high school; institute; public school,* etc.
Fr. *Établissement libre d'enseignement secondaire; établissement laïque; établissement ecclésiastique; petit seminaire.*

30. *Session.*—A sitting of a school, or assembly of the pupils for recitations, exercises, and studies, continuing from the time the school is called to order until the pupils are dismissed beyond the teachers' jurisdiction. There are generally either one or two sessions each day.

Eng. *Meeting of the school.*
Ger. *Schulstunde.*

31. *Recess; intermission.*—Brief suspensions of school exercises, recurring periodically each day, for recreation, meals, or some other purpose. In public elementary schools holding sessions from nine to twelve A.M., and from one to four P.M., two recesses of fifteen minutes each take place, the first at or near the hour of 10.30 A.M., and the second at or near the hour of 2.30 P.M. The noon hour for dinner is not called a "recess," but usually an "intermission."

Ger. *Freiviertelstunde.*
Fr. *Récréations; sortie de midi.*

32. *Corporal punishment.*—Punishment inflicted upon a pupil's person, generally with a rod, cane, or ruler, but including a variety of other punishments in which bodily pain is caused. Other punishments, to be discriminated from corporal, are such as are based on the sense of honor, such as deprivation from privileges of the school, confinement after school hours, requirement to sit or stand in some unusual place, enrollment on a list of disgraced pupils, etc.

33 (a). *Promotion.*—Advancement from any grade to the next higher.

Eng. *Advance to higher standard.*
Ger. *Versetzung.*
Fr. *Avancement; montée d'une classe.*

33 (b). *Grade; class.*—The body or group of pupils having the same degree of advancement, pursuing the same studies, etc.

Eng. *Standard.*
Ger. *Klasse.*
Fr. *Classe.*
It. *Classe; grado.*
Sp. *Celas; grado.*

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